Reading Intervention Update:

Fun Public Schools

**Student Name**:Ben Franklin **School:** Washington Elementary

**Grade:** 4 **Date(s) of Intervention:** 11-26-12 to 2-22-13

**General Information:** The primary purpose of this report is…. To evaluate Ben’s reading growth, while working in the intervention, the following assessments were utilized:

* *Elementary Reading Attitude Survey (ERAS)*

These tests provide information on Ben’s level of proficiency in a number of reading areas including motivation, fluency, vocabulary and comprehension.

**Assessments**

1. **Elementary Reading Attitude Survey (ERAS):**

The ERAS is a measure of a student’s attitude toward recreational and academic reading. It provides a score for attitude toward total reading based on grade level responses from students nationwide. The norms were developed by surveying mid year attitudes of 18,000 students. This information may be valuable for instructional planning since attitude, engagement and motivation can be central factors affecting a student’s reading performance.

|  |  |
| --- | --- |
| **Reading Area** | **Percentile** |
| **Recreational** |  |
| **Academic** |  |
| **Total Reading** |  |

**Results:** When comparing Ben’s motivation in reading, the results indicate that Ben has a better attitude towards academic reading as opposed to recreational reading. His combined attitude towards reading is in the 10th percentile when compared to 4th graders nationally

**2. The CORE Vocabulary Screening-Form 4A:**

Vocabulary knowledge is critical to understanding grade-appropriate text. The CORE Vocabulary Screening can identify students whose vocabulary knowledge is significantly lower than that of their peers. It is an individually administered informal test. The CORE vocabulary screening can provide insight into possible teaching implications related to vocabulary and comprehension.

|  |  |  |
| --- | --- | --- |
| Level | Word List % | Word List Read Level |
|  |  |  |

**Results:** This word lists subtest of the CORE Vocabulary Screening indicates the level at which students can accurately understand words typical of grade level reading. On the Grade 4 level, ….

1. **Developmental Reading Assessment 2 Progress Monitoring (DRA2 PM):**

**Chart or graph summarizing PM measures**

*The above chart demonstrates Ben’s progress towards the 50th percentile. The trend line indicates the students expected timeline for reaching goal.*

The DRA2 PM is an individually administered informal reading assessment made up of specifically designed grade level passages. The DRA2 PM is useful in determining a student’s reading level and helping teachers plan instruction as it pertains to building word reading accuracy in context, reading rate, fluency, and comprehension. Growth is measured against normed percentile scores. Ben’s progress was measured against the 50th percentile for oral reading fluency as well to the expected weekly progress. By combining the average of the students growth across the first nine weeks as compared to the normed expected progress is as followed:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Average Accuracy** | **Average WPM** | **Percentile** | **Weekly Growth** |
| **Baseline** |  |  |  |  |
| **Intervention**  **(9 weeks)** |  |  |  |  |

* Expected growth (Hasbrouck & Tindal, 2006)

**Results:** Ben scored in the independent range for reading accuracy and comprehension. His fluency percentile went from the 10th percentile to the 25th percentile. You can expect a 4th grader to make an average of 0.9 words a week. Ben is growing an average of 2.6 words a week.

**The Developmental Reading Assessment (2) Progress Monitoring Kit (Passages):**

**Scores** (Oral Reading Fluency and Comprehension)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level\***  **40= Gr. 4** | **Word Reading Accuracy**  **(In context)** | **Words per Minute (WCPM)** | **Comprehension**  **(Main Ideas / Characters, Supporting Details / Plot, Comprehension / Conclusions, Vocabulary)** | **Comprehension Level**  **(Overall Average)** |
| 40-1 | 99% -Independent | 91 | 3/4, 3/4, 3/4, 3/4= 12/16 | Independent |
| 40-2 | 99%-Independent | 67 | 4/4, 2/4, 3/4, 3/4= 12/16 | Independent |
| 40-3 | 99%- Independent | 71 | 2/4, 3/4, 3/4, 3/4= 11/16 | Instructional |

**Results:**

.

**Summary of Findings/Instructional Priorities:**

To continue progress and to address \_\_\_\_\_\_\_\_\_\_\_\_\_, Ben should be \_\_\_\_\_

**Instructional Recommendations:**

* Have \_\_\_\_\_\_ spend time completing an interest inventory to assist in finding engaging and interesting materials to read. Although some informal ones were done orally, it is an area that should be continually investigated. One inventory that can be completed over time is entitled “Tell Me What You Like” (McKenna & Stahl, 2009).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name/Title

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